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ABSTRACT

A new certification regulation for social studies teachers in the state of Minnesota has been developed by a Task Force to Study Programs Leading to Certification of Teachers in the Areas of Social Studies. This Position Paper includes the rationale for a competency-based certification program and an analysis of the regulation, including guidelines related to the specific areas of competencies to be developed. Limitations of the former approval program for certification program are noted. It is concluded that the new regulation will ensure greater accountability on the part of public schools, individual teachers, and teacher-preparing institutions. Four appendices to this paper include: 1) A collection of selected pages from background papers prepared by the Task Force on competencies in the cognitive and affective area, and the area of community and professional relations; 2) A list of recommended competencies for social studies teachers; 3) A sample program for evaluating progress toward one general competency -- the ability to bring about a significant increase in pupil's use of higher levels of thought; and 4) illustrations of some of the Task Force's assumptions about society, man, knowledge, and learning principles. For related background papers see documents SO 006 087-89. (SHM)

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POSITION PAPER
Task Force to Study Programs Leading to Certification for Teachers in the Areas of Social Studies

A COMPETENCY-BASED PROGRAM FOR CERTIFICATION OF SOCIAL STUDIES TEACHERS

I. Introduction

The new certification regulation has been developed by the Task Force and members of the State Department of Education. This Position Paper includes a rationale for a competency-based certification program and an analysis of the regulation, including guidelines related to the specific areas of competencies to be developed. Before presenting this rationale or the analysis, the Task Force wishes to make certain positions clear.

1. This Position Paper and the other background papers accompanying it are the work of a state-wide Social Studies Task Force. This Task Force has included representatives from all areas of the state and from the following groups: public school teachers, school administrators, social studies consultants in public schools, and social studies educators at the college level. The regulation and the guidelines in this paper represent their view of the competencies needed by social studies teachers.

2. The guidelines on pages _____ of this paper are for the use of teacher-education institutions and the State Department of Education in designing and approving undergraduate programs to prepare social studies teachers. They outline the dimensions of the programs but not the specifics.

3. The guidelines do not specify or imply specific programs for teacher education institutions. Indeed, the thrust of the regulation and of this Position Paper is to encourage colleges to develop varied programs for achieving desired outcomes.

4. The guidelines are not fixed. Since competency-based programs are in their infancy, these guidelines need to be reviewed at regular intervals by a Task Force.

5. The Task Force has worked on the basic assumption that the most important teacher competencies relate to the ability of the teacher to help pupils make progress in achieving social studies goals identified for the school's social studies program. Consequently, the committee has developed lengthy background papers spelling out possible goals for pupils and the competencies needed by teachers to help pupils achieve them. Excerpts from these papers are found in Appendix A. The longer papers are attached to this document. The list of competencies is not complete though fairly comprehensive. Nor is the detailed list one with which all college or high school staffs would agree. However, the list has been used to identify the broad areas of competencies found in the regulation. Colleges are required to identify their own competencies within these broad areas. They may wish to follow the procedures of this Task Force or even to borrow from its work. However, they may prefer to approach the development of such a list in other ways. Neither the detailed lists of student goals, the model used

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for developing the list of teacher competencies, nor the detailed lists of competencies are to be used in evaluating any college program for approval by the State Department of Education.

II. Rationale for a Competency-Based Certification Program

The Task Force is recommending the substitution of a competency-based certification program for the older approach to certification of social studies teachers. In the past the State Department of Education has approved college programs in teacher education on the basis of credits and courses. The Task Force recommends that beginning in the fall of 1978, approval of college programs be based upon the establishment of a set of competencies by each college, a plan for one or more alternative routes by which students in the college can learn these competencies, and a program for evaluating whether or not each student has attained them. The college would then recommend certification to the State Department of only those students who have successfully demonstrated the competencies which it requires.

This proposal demands more of students, of colleges, and of the State Department of Education than does the present approval program. It is only appropriate, therefore, for the Task Force to explain the reasons behind the recommendation.

The proposal arises out of the demand for greater accountability on the part of teachers, public schools and colleges to the persons whom they serve. The present approach to certification suffers from a number of limitations. The suggested approach provides a means by which these limitations can be overcome and by which greater accountability can be achieved. The limitations of the present approval program and the possible advantages of a competency-based certification program are summarized on the next pages.

LIMITATIONS OF PRESENT APPROVAL PROGRAM FOR CERTIFICATION

I. The present program permits the certification of some teachers who lack many needed competencies.

An example may illustrate how such certification can occur. A college student in an approved program is registered for student teaching. If he is doing a superior job, he is probably developing the major competencies needed by a beginning teacher. However, he may be achieving competency in some areas but not in others. At the end of the course he is likely to receive a passing grade unless he has exhibited gross weaknesses in many areas. Both college supervisors and cooperating high school teachers hesitate to give a grade which will ruin a student's career possibilities. This reluctance arises in part from the feeling that a college senior will be penalized too heavily in time and money if he is forced to shift to a program preparing him for another career. It also arises out of a tradition of averaging a student's work in a number of areas to arrive at a final grade. If a student must be failed because he has not achieved an acceptable level of competencies in all areas, doubts are frequently resolved in favor of the college student, even though the decision may be detrimental to the interests of public school students. The supervisors pass the student and hope that he will make more progress in the future. Having passed this and other courses, the student is then recommended for certification.

Moreover, many students are recommended for certification who have maintained a general honor point average in the social sciences or in education

ADVANTAGES OF A COMPETENCY-BASED CERTIFICATION PROGRAM

1. No one would be recommended by a college for certification unless he/she had demonstrated the competencies outlined for that college's program.

It is true that some colleges may not identify some competencies which others think important. However, it will identify important competencies. Moreover, an attempt to think through needed competencies is likely to result in an improved program for preparing social studies teachers. The college will recommend for certification only those students who have demonstrated the competencies which it has identified. Some students may graduate but never be recommended for certification. Others may eventually be certified but not until after they have done remedial work to develop the competencies which they lacked in their earlier attempts to qualify. A student teacher, for example, might work in remedial micro teaching laboratories or do additional student teaching until he can demonstrate all of the required competencies. He will not be certified on the basis of a grade in student teaching which averages out good and poor work of a student teacher.

Moreover, in a competency-based program, students would not be recommended for certification unless they had developed competencies to a satisfactory level, not just a barely passing level such as that now indicated by a D or even a level indicated by a C. If a student earned a D in a social science course, he might have to demonstrate later that he had built his competency in that area of social science. Or a person earning a C in a course devoted to educational

courses but who have done very poorly in specific courses which they later need to draw upon as they teach. For example, a student may earn several D's in his major field but offset them with B's and A's; yet he may find himself teaching later in a subject field in which he did poorly.

2. Colleges have not clearly specified their goals and the parts of the program designed to achieve these goals. The lack of specificity results in a number of problems, identified below:

   a. A lack of clearly-stated competency goals and ways of evaluating them have contributed to the failure of supervisors to drop student teachers who evidence serious weaknesses. With less than adequate evaluation evidence based upon poorly-stated goals, they are unwilling to fail a student teacher or to require him to do more work prior to graduation and certification.

   b. The present program provides few checkpoints for prospective teachers prior to the senior year. Most will spend some time in exploratory activities before their last year in college, but the actual demonstration of teaching ability is left until the senior year in many colleges. This means that students may find during their last year in college that they do not want to teach, are not successful at teaching, or have no time left for remedial work on competencies which they lack.

psychology might be asked to demonstrate later a higher level of proficiency in that field before he would be recommended for certification. A student might graduate from college with a certain number of credits but still not be certified to teach until he made up certain deficiencies related to competencies identified for the social studies education program.

2. Colleges would be required to prepare a clearly-specified set of competencies, clearly-designated ways of achieving them, and clearly-stated ways of evaluating the competencies. Such specification should have several advantages:

   a. Student teaching supervisors and others working with student teachers would collect clear evidence for evaluating the student's progress. There would probably be less hesitation to require more work of the student teacher or to drop him from the program if he fails to demonstrate the required competencies.

   b. A competency-based program could provide a number of checkpoints at which time students could demonstrate competencies prior to their senior year. They would then have time to work on improving skills which they lack or to change to another career choice if they decide that they no longer wish to teach or lack certain abilities needed in teaching.

c. At present hiring officials do not receive adequate information from colleges about their programs or the specific competencies which prospective teachers have developed. College catalogs give little information about what students will learn in the social studies education program. Moreover, letters of recommendation are frequently general rather than specific.

c. Hiring officials would know exactly which competencies have been identified by different college programs. Some colleges might require some competencies and permit students to select five or ten more from a longer group of competencies to be achieved prior to graduation. These might be selected in terms of the kind of school in which the prospective teacher hopes to teach. The list of required competencies and the others which a candidate has demonstrated could be added to the candidate's file of recommendations. Such information should prove more useful than an examination of current college bulletins or the typical recommendation.

d. Prospective college students interested in social studies education lack sufficient information about different college programs to make a wise choice of which college to attend.

d. Prospective college students interested in social studies education could obtain specific information about different college programs both in terms of the goals for these programs and the program or alternative programs available at each. They could select a college to attend with much more chance for satisfaction than they have now.

e. Staff members at junior colleges do not have adequate information upon which to develop exploratory experiences for those interested in transferring later to a senior college program which prepares social studies teachers.

e. A clear specification of competencies to be developed by a program may also include some statement of competencies which will be diagnosed for required entry to a program training social studies teachers. Such information should help staff members at junior colleges work with their students to prepare them for transfer to the college of their choice.

f. The present system does not provide any incentive to colleges to develop more careful curricular plans for their social studies education program. Many colleges identify goals in the most general of terms and do not spend much time in a careful review of the different components of the program. Much curriculum planning today is done individually by the person teaching the course. Coherent programs are not always the result. Moreover, at present many colleges do little to obtain consultation and advice from those outside of the college.

f. A competency-based program would require colleges to spend considerable time planning curricular changes. The colleges would need to develop specific goals and work out a coherent program of components designed to achieve these goals. Thus a competency-based program should result in improved programs for social studies teachers. Moreover, the proposed regulation would provide for participation from members of the community, from students and from public school teachers and administrators in the development of the program. This input should help colleges develop better programs and make them more accountable to the public schools which hire their graduates and to the public whose children the graduates will teach. The colleges should also become more accountable to the students enrolled in the social studies education program.

3. College programs based upon earned credits lack needed flexibility, as indicated below.

a. The lack of flexibility results in a failure to meet the individual needs of students in colleges. College students, like secondary school students, learn at different speeds and in different ways. Some prefer and would benefit from more independent study; some would not. Some have had more experiences in working with young people than others have had. Some have read widely in certain social sciences or on certain social science topics; others have read little on their own in these fields. Yet at present a college student is usually required to earn a certain number of credits in a field whether he is already competent

3. A competency-based program should provide for greater flexibility in programs.

a. A college should be able to identify varied ways by which a person might demonstrate competencies or acquire them. Those who already have demonstrated certain competencies would not need to work on those parts of the program designed to help students acquire these competencies. Those who need more time than most in developing a specific competency would be able to take the needed time, perhaps in special laboratory sessions or additional student teaching. Some students might do more work than under the present program, but others would be freed to take additional elective courses, develop additional competencies, or add another teaching major.

in this field or not. Some colleges permit students to earn some credits by special examination or independent study courses. However, most students are required to take the same number of student teaching credits, regardless of earlier experiences. Those who quickly demonstrate proficiency in many needed competencies have as lengthy experiences as do those who develop competencies more slowly and need much additional experience and help.

b. At present colleges usually require a student to repeat an entire course if he fails in it. There are few ways by which students can obtain remedial help on just those competencies which he needs, since college programs are built by designating general courses to take rather than competencies to be met.

b. A competency based program could make possible the development of diverse ways of learning and demonstrating competencies needed by social studies teachers. The college might devise a series of modules rather than long courses. Some of these might require independent study, some might require laboratory work. But some might also provide options by which specific competencies could be learned. If a person were to fail to demonstrate certain competencies at the end of a course, he would not have to repeat the course unless he wished to. All he would have to do would be to select some other way of learning the competency and demonstrating it. The college could provide special micro teaching laboratories or other types of laboratories to help those needing remedial work. Students could then take special proficency tests. These might involve paper and pencil tests, or they might involve different kinds of work with students, work in small groups, the preparation of materials, and the like. They would not have to repeat final exams or take a specified amount of additional teaching. But neither would they be recommended for certification until they had demonstrated the specified competencies.

c. At present colleges do not have the needed flexibility to provide for those who have shifted their career plans late in their college years or who have returned to college to prepare for teaching after having spent a number of years on another type of job. Many of these people have gained this interest in teaching because of some volunteer work which they have done with young people or because of some other experiences which have given them certain competencies needed in teaching. Yet many of these people must now take specified courses and a long period of time to earn an education degree. Moreover those transferring from other colleges or programs find it difficult to earn the degree in the usual four years.

c. A competency based program should make it easier for the transfer student, the student who has shifted his career plans later in his college years, or the person returning to college to learn a new profession. These people would need to earn a certain number of credits for a degree from the college, but they might already have nearly enough total credits. Under a competency based program, they would be given a chance to demonstrate the needed competencies prior to being asked to take certain courses. They would select courses, training laboratories, or independent learning modules which they still needed to learn competencies which they cannot demonstrate. Although some students might spend as many additional years in college as they do under current programs, many should be able to complete the program in a shorter period of time.

The need for a new program for certification is great, and the time seems ripe both because of public demand for accountability and because of the oversupply of social studies teachers. A competency-based certification program should result in better college programs and better beginning teachers. The end result should be improved education for secondary school students in Minnesota.

III. An Analysis of the Regulation

A. Sections One and Two

These sections read as follows:

1. The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences.

2. All candidates for certificates to teach in the social studies, which include all fields within the social studies as well as interdisciplinary or broad area courses within the social studies, must hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the State Department of Education. A minimum of one third of the total baccalaureate program, on the equivalent, shall be devoted to the development and the demonstration of competencies specified in Section 3, which follows.

These parts of the regulation need little elaboration. It is the intent of the Task Force that the regulation apply to all teachers of subject areas identified in section 1, including teachers who teach courses which draw heavily upon the social sciences.

It is also the intent of the Task Force that all of those who teach any social studies course should have a broad preparation in all of the social sciences, not just a major or minor in one of the social science disciplines. This intent is clarified in part c of section three of the regulation. Task Force members believe that there are strong reasons for asking that all social studies teachers have backgrounds in each of the social sciences. More and more, the social science disciplines are borrowing concepts, theories and inquiry techniques from each other. The history teacher needs to draw upon all of the social science disciplines, if a history course is to be analytical and more than a collection of descriptive data. So, too, teachers of each of the other social studies need to draw upon history and the other social sciences if their courses are to represent modern interpretations in the fields which they teach. More important, political, social and economic problems do not fit neatly within discipline boundaries. Pupils studying them need to draw upon insights from the various social sciences. As a consequence, teachers need an understanding of each of the social science fields.

This regulation departs from the old regulation by omitting specified numbers of credits to be earned in the social sciences. Instead, it requires colleges to set up programs in which at least one third of the total baccalaureate program is devoted to the development and demonstration of the competencies specified in section three of the regulation. These competencies include those related to both the

social sciences and education. This change in requirement indicates no downgrading of the social sciences as should be evident from section 3 c of the regulation. This provision calls for a higher level of competency in the social sciences than most programs now provide under the old regulation. Nor does the new wording mean that the Task Force believes that most college students can develop all of the needed competencies by spending only one third of their college program in social science and education courses. Rather, the change has been made to provide colleges with the opportunity to develop very flexible programs to meet individual needs of students. The need for such flexibility has been summarized in part two of this Position Paper. A college might achieve such flexibility by granting credit by special examination or upon demonstration of specific competencies. However, some colleges might hesitate to grant large numbers of credits in this manner to any one student. Consequently, the Task Force felt it desirable to set a floor for the proportion of a college program to be devoted to developing the competencies identified for a program and to permit colleges much leaway for experimenting with new types of programs and for adjusting a program to meet individual needs of students. Most students will probably still have to take far more than one third of their college program in social science and education courses. Moreover, every student will have to demonstrate specific competencies identified for the program before being recommended for certification.

Finally, the Task Force is not recommending a certification program which eliminates approval of college programs and acceptance of college certification recommendations of those satisfactorily completing such programs. No one would be certified without holding a college degree and no Minnesota candidate would be certified without completing a program approved by the State Department of Education. However, the basis for such approval would be changed. Programs would no longer be approved on the basis of whether or not students are required to take specified numbers of credits in the different social sciences fields. Rather, the program would be approved only if the college meets requirements set forth in sections 2-4 of this regulation.

B. Section Three

This section reads as follows:

All candidates recommended for certification shall have satisfactorily completed programs which provide for the development and evaluation of competencies in the following areas:

a. Achievement of pupil progress toward cognitive and affective goals identified for the candidate's social studies teaching.

b. Ability to demonstrate behaviors in classroom and other teaching situations which facilitate pupils' development toward cognitive and affective goals in the social studies.

c. Knowledge of all of the social sciences as disciplines, including ways of structuring, types of analytical questions, methods of advancing knowledge, major competing theories,

the changing nature of fields, and ways of keeping current with developments in the fields, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom.

d. Behavior which models that identified as goals for pupils.

e. Knowledge of principles of learning, including both cognitive and affective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well as in classroom teaching and other work with pupils.

f. Knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school.

g. Human relations, in accordance with Edu 521.

The Task Force arrived at these general areas of competencies by a process just the reverse of that followed by many who attempt to identify teacher competencies. Rather than beginning with teacher behaviors and knowledge needed to teach social studies, the Task Force began with the assumption that the major way of measuring a teacher's competency should be to assess the degree to which the teacher is able to help pupils make progress toward goals identified for a social studies program. Obviously, no single, predetermined degree of progress can be set for all candidates in a program, since the classes which they teach will differ. However, each candidate can be assessed in terms of the progress made within the classes the candidate is teaching. This model for assessing competencies is one which focuses upon student output rather than upon teacher inputs to the learning process, although the model does not leave out such inputs. Such a model seems appropriate in a day when the public is demanding greater accountability from schools.

Task Force committees began by identifying lists of different types of social studies outcomes for pupils. They finally developed two major lists for the cognitive and affective areas plus a few specific outcomes related to the local community. It was felt that there would be fairly general agreement on at least the broad goals so identified. These outcomes are found in three background papers prepared by the Task Force. They are summarized in major categories in part one of the condensed list of teacher competencies found in Appendix B of this Position Paper. This list makes it clear that teachers should be able to help pupils progress toward social studies goals identified for any class.

Task Force members then identified teacher behaviors in the classroom and in other teaching situations which would facilitate pupil learning of each outcome specified as a social studies goal. These behaviors are found in column two of the background papers on the cognitive and affective areas and in the first part of the paper on community and professional relationships. They are placed directly opposite the student outcome which they should facilitate. Many of these behaviors are content or skill-specific. Moreover, many of the more general behaviors identified are repeated frequently because they facilitate the development of varied goals. Consequently, they have been categorized under general behaviors. These appear as part II of the condensed list of behaviors and competencies found in Appendix B of this Position Paper.

Task Force members then proceeded to identify those behaviors and competencies which make possible the classroom behaviors found in column two of the background papers. These competencies are at the thinking levels of knowledge, translation, comprehension, application, analysis, evaluation and synthesis. They are needed by teachers in planning and carrying out the classroom activities. They are placed opposite each teacher classroom behavior which they should facilitate. Again there is some repetition; many of these competencies facilitate varied classroom competencies. Moreover, some are stated in terms relevant only to specific content or skill goals. The competencies in column three have also been categorized under general behaviors. These appear as parts III, IV, and V of the condensed list of competencies in Appendix B of this paper. Competencies from the last part of the paper on community and professional relations are condensed in part VI of Appendix B. These competencies are only indirectly related to the achievement of specific pupil outcomes, but they contribute to these outcomes by promoting good school-community relationships, staff cooperation, and the professional growth of the teacher.

Several pages of each of the background papers are found in Appendix A. They have been selected to illustrate the points made above. For example, several pages from the papers on the cognitive and affective areas show clearly the repetition of some competencies which facilitate the achievement of different pupil outcomes. Several others illustrate the content or skill-specific nature of some of the behaviors and so the need for grouping them under several broad categories.

These background papers were prepared primarily as a means of identifying the broad areas of competencies included in section three of this regulation. This is apparent if one compares the competencies in the regulation with the main headings of the condensed list of competencies in Appendix B. It should be remembered that this condensed list was arrived at by categorizing behaviors and competencies found in the three background papers. It should be noted that the competencies in the regulation and the headings from the condensed list are related as follows:

Parts of Section 3 of the Regulation	Main Headings of the Condensed List of Competencies in Appendix B
a	I
b	II
c	III
d	IV
e	V
f	VI

Since the Task Force accepted the competencies required by the human relations regulation, it was not felt necessary to repeat them in a separate part of the condensed list of competencies. However, it should be noted that the background paper on the affective area spells out many of the human relations competencies found in Edu 521.

A college attempting to identify a list of competencies might approach the task in a manner similar to that used by the Task Force or it might select another approach. In either case, the background Papers should prove useful, since much thought and effort have gone into their development. Colleges should feel free to make whatever use they can of the papers. However, Task Force members wish to emphasize the fact that neither the background papers nor the condensed list of competencies in Appendix B constitute any required list of competencies to be adopted by Minnesota colleges. Clearly, no college could hope to develop all of the specific competencies identified. Colleges will need to distinguish between those competencies which they consider most essential for beginning teachers and those which teachers need to develop after they begin teaching. Some competencies in the area of community relations, for example, can only be developed on the job. Moreover, the college will need to consider the level which a candidate must reach in each competency before being recommended for certification. Obviously, teachers should continue to grow in the breadth and depth of their competencies as they teach. Expectations for beginning teachers cannot be set at too idealistic a level. The Task Force agrees with the Continuing Education Regulation which assumes that teachers need to continue to develop competencies throughout their teaching careers. There can be no arbitrary performance level suggesting final mastery of competencies.

A college must identify major competencies under each area of section three in the regulation. However, the final statement of competencies need not resemble either the ideas of the format of the condensed list in Appendix B. For example, Appendix C includes another possible format in column one. This format identifies major competencies at the highest level, whether this be helping pupils achieve certain outcomes or some competency representing a teacher's classroom behavior. It then provides under each major competency a taxonomy of competencies. These range from knowledge up through the classroom behaviors which enable a teacher to achieve the major competency to a more detailed analysis of the major competency itself. Such a format for stating competencies helps a college identify those which might be developed first and those which might come later in a student's program.

For the purposes of helping colleges and State Department of Education personnel, the following general competencies are provided as guidelines for each major competency area stated in the regulation:

a. Achievement of pupil progress toward cognitive and affective goals identified for the candidate's social studies teaching.

(No guidelines identified, since goals would related to specific classes taught.)

b. Ability to demonstrate behaviors in classroom and other teaching situations which facilitate pupils' development toward cognitive and affective goals in the social studies.

1. Focuses upon significant and feasible objectives and helps pupils identify objectives for their learning.
2. Creates a warm and open climate which facilitates student learning.
3. Draws upon learning principles and knowledge of students in class to motivate them to active interest and participation.
4. Draws upon learning principles to effect behavioral change.
5. Adjusts learning experiences and instructional materials to the general composition of the class and also to individual differences among pupils.
6. Uses teaching and discussion strategies appropriate to the purpose of a lesson or unit.
7. Provides opportunities for group work in which pupils have a chance to work together to promote common ends.
8. Makes use in one's teaching of some conceptual or theoretical structure to help pupils gain more intellectual power or tools of analysis for examining new situations. Provides pupils with learning experiences and instructional materials which help them structure concepts and generalizations.
9. Uses content appropriate to stated goals.
10. Uses a multi-media program with instructional materials appropriate to goals and, to the pupils in the class; does not rely upon one source of information for all pupils all of the time.
11. Uses learning experiences appropriate to the goal and to the pupils in a class. Varies learning experiences to provide for variety within a class period, from day to day, and from one unit to another.
12. Uses varied evaluation techniques to provide feedback to pupils and their parents about pupils' progress and to the teacher about the effectiveness of his/her teaching. Evaluates for all goals of teaching.

c. Demonstrates a knowledge of all of the social sciences as disciplines, including ways of structuring, types of analytical questions, methods of explanation used, methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the fields, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom.

1. Can explain the characteristics of social science disciplines as disciplines.
2. Demonstrates a broad understanding of the different social science disciplines and of their points of convergence and divergence.
3. Demonstrates knowledge of sources of information for keeping abreast of changes in the social sciences and keeping informed about current affairs.
4. Applies one's knowledge of the social sciences as one develops and evaluates curriculum materials, unit and lesson plans and instructional materials, and as one works in the classroom.

d. Behavior which models that identified as goals for pupils.

1. Is alert to incongruities, recognizes problems, and is concerned about them. Uses some problem-solving model when faced with problems. Is both a creative and a critical thinker.
2. Locates and gathers information effectively.
3. Demonstrates the ability to conceptualize and draw inferences from data.
4. Communicates effectively, both orally and in writing. Is poised in many kinds of small and large group situations. Demonstrates group process skills both as a leader and as a member of a group.
5. Demonstrates human relations skills established as goals for pupils.
6. Demonstrates in varied ways that he/she has a positive self concept.
7. Demonstrates in various ways that he/she supports the process values needed in a democracy.
8. Demonstrates that he/she will act upon own values; works out a rational and consistent value position.
9. Demonstrates in many ways that he/she has a desire to learn and to think rationally.

e. Knowledge of principles of learning, including both cognitive and affective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well as in classroom teaching and other work with pupils.

1. Developes and acts upon a logically-consistent rationale for teaching social studies in public schools. Can explain how such a rationale helps a teacher plan and teach.
2. Can explain the importance of objectives for teaching. Selects significant objectives, states them clearly, and makes effective use of them in planning, teaching, and evaluating pupil progress.
3. Adapts learning experiences, instructional materials and plans to the maturity level and characteristics of a specific class as well as to the individual differences within the class, including differences in interests, attitudes, personality characteristics, cognitive styles, previous cognitive learning, abilities, and skills.

4. Applies learning principles and research findings on teaching strategies, including general strategies, discussion strategies, and small group processes in the selection and development of learning experiences, instructional materials, and teaching plans.
5. Locates and develops instructional materials of various types. Uses specific criteria for evaluating and selecting or developing materials for specific purposes.
6. Plans effective lessons, units, and courses. Can explain the importance of plans for an effective use of time and for achieving goals.
7. Locates and develops devices and instruments for evaluating progress toward different goals.

f. Knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school.

1. Identifies and can explain ways of using community resources to further achievement toward social studies goals.
2. Can explain the importance of effective communication with parents and the community if a school is to able to develop a strong educational program for pupils. Identifies and can explain ways of developing effective communication.
3. Can explain ways of working with colleagues and administrators on a professional basis.
4. Identifies ways of providing for own professional growth.

g. Human relations, in accordance with Edu 521.
(See competencies identified for that regulation.)

C. Section Four of the Regulation

This part of the regulation states that:

Evidence shall be provided to show that programs submitted for approval have been developed with appropriate participation from teachers and administrators in schools which work with the training institution as well as from students and interested citizens. Programs submitted for approval shall include all of the following:

a. A statement of rationale which sets forth the view of the institution with respect to the role of social studies teachers.

b. An enumeration of specific teacher competencies to be developed in the proposed program including competencies in each of the broad categories enumerated in 3, above.

c. A description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective social studies teachers.

d. A plan for assessing the individual candidate's development of the required competencies.

The regulation requires each teacher education institution to follow certain steps in the process of developing a program for social studies pre-service education and for evaluating candidates' ability to demonstrate specific competencies. It might be argued that the State Department of Education or some other agency should set up a state list of competencies and evaluate all candidates against each competency. The Task Force sees weaknesses in such a program, both for cost and qualitative reasons. To adequately evaluate each candidate's competencies would require an exceedingly large staff and would duplicate the work of present college supervisors and cooperating teachers. No set of tests will substitute for careful observation of a teacher's performance if competency is to be measured largely by what a teacher can achieve with pupils and by demonstration of specific classroom competencies and of the ability to apply knowledge in the classroom. Observation of teaching performance can best be achieved through decentralization, using those college supervisors and public school teachers who are working with student teachers.

Several other advantages should accrue from permitting colleges to develop their own programs after consultation with local teachers and administrators, parents and students in school in which the college has student eaching centers, and college students in the program. First, public school teachers who are working with a college would have the opportunity to make important inputs to the special programs with which they are cooperating. These inputs would have the advantage of providing consultation between public school and college teachers. Both college instructors and public school teachers should benefit from such an exchange of ideas. Moreover, the program can be tailored to the needs of students in specific public schools and in the college. Teaching competencies may vary for those who are to teach in inner city schools and those who are to teach in small towns or in suburbs. Those interested in specific types of schools can attend the college which provides a program geared to developing competencies for teachers in such schools. In addition, the involvement of parents and students should give both the college and the secondary school staff members new insights into competencies needed by social studies teachers.

Finally, competency-based certification programs are new. Much experimentation is needed to arrive at the best types of programs. Given the rapid changes taking place in society and in schools, flexibility seems essential for speedy reaction to new needs. Decentralization of decision-making provides for both greater flexibility and for experimentation and research on new programs. Under such a de-

decentralized program, the State Department can serve a valuable role in helping colleges exchange ideas and research findings. State department personnel can provide leadership through assistance to colleges which are setting up new programs.

Section a.

A college should prepare a statement of a rationale prior to developing its list of competencies or program. Such a rationale might include a statement clarifying relationships between assumptions in the rationale and goals for social studies education and the teaching competencies needed to facilitate pupil progress toward such goals. Or it could focus directly upon the relationships between assumptions and the specific teaching competencies identified for the program.

Appendix D includes a brief statement from the Task Force to illustrate the way in which a college might identify teacher competencies from specific assumptions. It does not include a longer written statement which would include an elaboration upon various parts of the rationale and the implications for social studies teachers. Those interested in sample rationales or this type can obtain copies of several of them prepared by sub-committees of this Task Force.

Section b.

The statement of competencies may be prepared in any format, but it must identify competencies in each of the areas under section three of the regulation. A college may wish to identify a number of major competencies required of all students. It might also identify another list of competencies not considered quite as essential. Students might be asked to select a certain number of these which they agree to develop prior to graduation. The competencies from this second group might be selected in terms of specific areas of interest of type of school and students to be taught. The competencies developed over and beyond the basic ones might then be identified in the student's placement file so that hiring officials would know which ones a candidate has achieved.

The statement of competencies and the program for achieving them must be worked out by the college with participation from teachers and administrators in some of the schools with which it works on teacher-education programs. Participation may involve either suggestions made at meetings or actual work on committees developing the program. The college is also expected to obtain participation from interested citizens and from students as a program is developed. Participation of parents may be in the form of meetings of interested parents in a school district, at which time parents, cooperating public school teachers, and staff members from the college discuss needed competencies for social studies teachers. Or it might involve the establishment of committees of interested parents to make suggestions and to react to proposals. Colleges working with many schools will not be able to involve citizens from all school districts, but they should make sure that they have consulted with citizens to some degree as they develop their programs. They should be prepared to outline the steps which they have taken to obtain participation.

College students already enrolled in a college's social studies education program might be involved in discussions either through general meetings of those interested, through committees of students, or through discussion of needed competencies in student teaching seminars or in a methods class.

The staff members at a cooperating school might arrange a meeting of interested secondary school students to discuss the competencies which they think needed.

Participation, however, does not mean that all who are to participate must be working members of groups actually preparing the written statement of a program. Nor can it be expected that all will be satisfied with the final program evolved. In the long run, the college must take the responsibility for its program.

Section c.

The college must identify one program or alternative programs by which students can acquire the identified competencies. Programs may involve such features as independent study, small modules for individual or group study, special seminars, micro teaching laboratory work, programmed learning, regular courses, and student teaching. Or the college may develop other ways of building a program. The program may also make provision for meeting competencies through special exams or demonstration rather than through completion of a specific course or short module. Task Force members hope that colleges will provide flexible programs.

Although colleges have much flexibility in the types of programs which they can develop, they must indicate clearly the way in which each of the required competencies can be acquired. A mere listing of courses is not satisfactory evidence. The college might include course objectives and outlines, written modules, or some other way of identifying clearly the relationships between the competencies and the parts of the program.

Section d.

The college must develop some plan for evaluating each student's competencies. Such a plan must obviously include more than written examinations. The Task Force has not developed plans for evaluating all of the possible competencies which it has identified. However, it does include a possible plan for collecting needed information about a student's competency in one area. This plan is found in Appendix C of this paper. It is illustrative of the type of plan which a college might develop for each competency identified for its program.

This part of the regulation clearly requires colleges to make certain that no graduate is recommended for certification unless he or she demonstrates all of the required competencies on the college's list. A student who does not demonstrate a specific competency after taking a course or student teaching program designed to help him develop it, may have to do additional work before being recommended for certification. The student may have some choice in how he will improve his ability in the required area, but he must improve it if he hopes to teach. The college may decide to give the student a degree without recommending him for certification if he seems unable to develop one or more of the required competencies. It woul/ be the college's prerogative to decide how many opportunities the student must be given to demonstrate a competency. It is not to be expected that a college would use scarce resources to provide a student with either laboratory or student teaching experiences over and over again. It may set up limits in order to make the best use of its resources.

D. Section 5 of the Regulation

This part of the regulation reads as follows:

The issuance of the first continuing certificate is contingent upon:

a. The candidate's possession of a previously issued valid and appropriate entrance certificate, and
b. The candidate's continuing development and use of teaching competencies as evidenced by the earning of a minimum of 60 renewal credits as defined by Edu ____ in the areas designated in section three above, and
c. Two years of successful experience in teaching social studies during the time that the applicant holds an appropriate entrance certificate.

This part of the regulation places new responsibilities upon beginning social studies teachers. In the past the issuance of the first continuing certificate required only one year of successful teaching as determined by the local school administrator. The regulation now calls for two years of successful teaching. Moreover, it requires the teacher to earn at least 60 renewal units under the continuing education regulation. This regulation has applied previously only to those who already hold a continuing certificate. These renewal units must help the teacher develop new competencies in areas designated under section three of the present regulation.

The Task Force hopes that administrators will involve social studies teachers in the development of a program for professional improvement of teachers in the school. At the very least, an administrator might work with the new teacher and a department chairman to identify competencies which the new teachers needs to develop in the specific teaching situation. The committee or department chairman might help the administrator develop a clear plan for assessment of teaching competencies -- a plan which makes use of objective ways of

collecting information as well as of valid decision-making processes. It would seem only wise to involve the new teacher in the task of identifying both the competencies which he or she needs to develop and the ways of determining whether or not these competencies have been achieved.

IV. Conclusions

The purpose of this regulation is to ensure greater accountability on the part of public schools, individual teachers, and teacher-preparing institutions. The regulation provides for flexibility in the development of both the competencies to be achieved and the program for achieving them and assessing a candidate's competency. However, the college that recommends a teacher for certification and the public school administrator who recommends the first continuing certificate must assume responsibility for backing up their recommendations with concrete evidence of a candidate's competencies. The teacher must also assume the responsibility for increasing his or her own competencies in order to remain in teaching.

To develop a competency based certification program will involve cooperative efforts of all of those involved. It requires an exchange of ideas about successful aspects of a specific program and the problems which it has encountered. No new type of certification program can be established without a trial period of experimentation. But the possible advantages of the new program are sufficient to justify the efforts and initial problems which may be encountered. In the long run, such a competency-based certification program should result in improved education for secondary school students in Minnesota.

TEACHER CERTIFICATION AND PLACEMENT SECTION
STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
ST. PAUL 55101

Edu 291 (d) Social Studies in secondary schools.

(1) The social studies include the following areas of the social sciences: anthropology, economics, geography, history, political science, psychology, and sociology, as well as interdisciplinary studies involving the social sciences.

(2) All candidates for certificates to teach in the social studies, which include all fields within the social studies as well as interdisciplinary or broad area courses within the social studies, must hold a baccalaureate degree and have satisfactorily completed a program which has been approved by the state department of education. A minimum of one-third of the total baccalaureate program, or the equivalent, shall be devoted to the development and the demonstration of competencies specified in (3), which follows;

(3) All candidates recommended for certification shall have satisfactorily completed programs which provide for the development and evaluation of competencies in all of the areas which follow:

(aa) Achievement of pupil progress toward cognitive and effective goals identified for the candidate's social studies teaching.

(bb) Ability to demonstrate behaviors in classroom and other teaching situations which facilitate pupils' development toward cognitive and effective goals in the social studies.

(cc) Knowledge of the social sciences as disciplines, including ways of structuring, types of analytical questions, methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the fields, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom.

(dd) Behaviors which model those which are identified as goals for pupils.

(ee) Knowledge of principles of learning, including both cognitive and effective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well in classroom teaching and other work with pupils.

(ff) Knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school.

(4) Evidence shall be provided to show that programs submitted for approval have been developed with appropriate participation from elementary school teachers, secondary school teachers, and administrators in schools which work with the training institutions as well as from students and interested citizens. Programs submitted for approval shall include all of the following:

(aa) A statement of rationale which sets forth the view of the institution with respect to the role of social studies teachers.

(bb) An enumeration of specific teacher competencies to be developed in the proposed program including competencies in each of the broad categories listed in (3), above.

(cc) A description of program components which includes statements which specifically relate individual components of the program to the competencies required of all prospective social studies teachers.

(dd) A plan for assessing the individual candidate's development of the required competencies.

(5) The issuance of the first continuing certificate is contingent upon:

(aa) The candidate's possession of a previously issued valid and appropriate entrance certificate, and

(bb) One year of successful experience in teaching social studies during the time that the applicant holds an appropriate entrance certificate.

(6) The continuing certificate may be renewed according to general regulations of the state board of education pertaining to continuing education.

(7) This provision is effective July 1, 1979, for all applicants for entrance certificates.

Adopted by the Minnesota State Board of Education on April 16, 1973.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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APPENDIX A: SELECTED PAGES FROM BACKGROUND PAPERS PREPARED BY THE TASK FORCE ON COMPETENCIES IN THE COGNITIVE AREA, THE AFFECTIVE AREA, AND THE AREA OF COMMUNITY AND PROFESSIONAL RELATIONS

A. COMPETENCIES IN THE AREA OF COMMUNITY-SCHOOL RELATIONSHIPS

BEHAVIORS IN RELATIONSHIP TO COMMUNITY	COMPETENCIES WHICH CONTRIBUTE TO ABILITY TO DEMONSTRATE THESE BEHAVIORS
1. Maintains effective communication with parents and other members of the community in his work as a member of the school staff.	Can explain the importance of effective communication with parents and community if a school is to be able to develop a strong educational program for pupils.
a. Secures cooperation of parents in school activities.	Can explain the advantages of obtaining help from community adults in some of school activities. Can also explain ways of involving them to the best advantage.
1) Encourages parental involvement in the curricular and extra-curricular parts of the school program.	
2) Secures parental consent in writing for taking their children on field trips or sending them on interviews.	Identifies steps which should be taken in obtaining parental consent to sending children on interviews or taking them on field trips. Can explain the legal necessity for doing so. Provides other safeguards to convince parents of safety and advantages of program.
3) Works with community liaison people in planning and developing programs or policy statements such as a statement on the handling of controversial issues in the school.	Can explain the importance of obtaining the backing and help of community leaders for school programs and policies. Identifies community leaders who represent different groups in the community and who should prove helpful in developing programs and policy statements. Identifies criteria to use in handling controversial issues.
b. Keeps parents informed of their children's progress and of special aspects of the school's programs in which they are involved.	Can explain the importance of providing feedback to parents on their children's progress and on their activities in school. Identifies ways of doing so other than sending home grade reports.
1) Encourages parents to visit regular classes and special school events.	
2) Conducts individual and group conferences with parents in such a way as to increase understanding of the school program and the staff's concern for their children's welfare.	Communicates effectively on a one to one basis or in small groups.

COMMUNITY, SCHOOL, AND PROFESSIONAL RELATIONS COMPETENCIES

These competencies are divided into two main parts, with each part subdivided. Part one identifies competencies directly related to making progress toward achieving pupils goals in the classroom. Part two deals with competencies indirectly related to this end. Competencies in this second part are divided into three types: (1) competencies in the area of community-school relationships which make it possible for a staff to improve the school curriculum, (2) professional relationship competencies within a staff which make for cooperative efforts to improve the curriculum and other school programs, and (3) professional relationships which help the teacher improve his own competencies and, therefore, indirectly help achieve pupil goals.

PART ONE: COMMUNITY RELATIONS COMPETENCIES DIRECTLY RELATED TO GOALS FOR PUPILS

TAKES PROGRESS TOWARD ACHIEVING STUDENT OUTCOMES LISTED BELOW	REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL FOR HELPING PUPILS ACHIEVE OUTCOMES	
	Behaviors in Classroom and Other Teaching Situations	Competencies Which Would Help Achieve Teacher Classroom Behaviors
Cognitive Goals		
A. Knowledge and Comprehension		
1. Identifies physical and human resources in the community.	Provides opportunities for pupils to survey community resources for purposes related to topics which they are studying.	Identifies and can explain techniques to use in studying a community, particularly in identifying human and physical resources.
		Develops a resource file for his classes.
	Uses human and physical resources of the community to develop or illustrate concepts and generalizations.	Studies the community himself/herself to identify ways of using resources to develop or illustrate concepts and generalizations.
	In some classes provides opportunities for direct study of the community as a part of a study of geography or some aspect of community life.	Identifies and can explain steps to take in using field trips, interviews, or guest speakers.
2. Identifies community problems and agencies or institutions attempting to deal with them.	Uses community issues, problems, and situations where relevant and appropriate, being aware of possible damaging effects from such study which might arouse undue hostility.	Identifies and can explain techniques to use in studying a community, particularly community problems and issues, including controversial issues.
		Identifies community problems and issues which can be used to initiate a study of different types of problems or to motivate pupils to engage in action activities for

Believes that people of different interests, abilities, and ethnic, racial, and socio-economic backgrounds can contribute to American society and to mankind.	Provides opportunities for pupils of different abilities, interests, and backgrounds to make positive contributions to class activities.	Identifies individual differences among pupils and develops plans for learning experiences and use of instructional materials which make it possible for all pupils to contribute to class activities.
1) Avoids disparaging remarks about such people.	Demonstrates through small group brainstorming, problem-solving activities that groups of differing abilities, interests, and backgrounds can provide better solutions than do homogeneous groups.	Locates or develops instructional material and learning experiences which demonstrate the advantages of heterogeneous groups in brainstorming about problems.
2) Suggests group work to solve many problems; suggests including people of different backgrounds in such groups. Indicates belief in value of such heterogeneous groups.		
3) Works with people of diverse abilities, backgrounds, and interests in extra-curricular projects and in community agencies.	Provides learning experiences in which pupils of diverse abilities, interests, and backgrounds work with each other in extra-curricular programs and/or in community agencies.	Identifies types of learning experiences in which pupils of diverse types can work together in extra-curricular activities. Identifies community agencies with programs which will appeal to pupils and for which pupils might work.
4) Mentions contributions of other, diverse groups to American society and to mankind.	Uses materials of instruction, content, and learning experiences which provide examples of contributions from many different cultural groups to American culture and to mankind.	Identifies examples from history and from the other social sciences which illustrate the contributions of different nationalities, racial groups, religious groups, and socio-economic groups to American culture and to mankind.
	a. Provides opportunities for pupils to enjoy some of the activities, music, literature, art, games, etc. of peoples of different cultures. b. Uses learning experiences which help pupils discover for themselves the difficulty of making certain material objects produced by peoples of an earlier age.	Locates or develops learning materials which can be used to expose students to these examples. Provides lesson plans and unit plans which provide for learning experiences which will help pupils identify cultural contributions of other cultural groups.

General Goal

Values human dignity as indicated by the following behaviors:

1. Indicates by verbal and non-verbal behavior that he/she cares for people more than things.

Demonstrates that he/she values human dignity by the way in which he/she treats individuals, in behavior outside of the classroom and in the community, and in any statements made about own feelings or values as pupils discuss value positions and people's feelings.

Analyzes own behavior and actions to identify own prejudices and actions which may affect his/her ability to relate to people of diverse backgrounds.

Demonstrates in small group situations his/her ability to listen sensitively and to relate to people of diverse backgrounds.

Can explain the use of modeling behavior to effect attitudinal change.

Uses teaching strategies designed to induce attitudinal change by creating dissonance.

Can explain the use of dissonance to modify attitudes. Identifies several ways of creating dissonance.

Take part of instructional time to focus upon content, activities, and materials which are designed to affect attitudes toward human beings.

Locates or develops attitude scales and learning experiences which can be used to help pupils identify their own prejudices or conflicts in their beliefs about freedom and equality for themselves and others.

a. Uses types of reading materials such as novels, biographies, or films which emphasize human feelings and experiences. Asks pupils to express their feelings abou these situations and the people involved and to try to identify how the people involved felt.

Locates and develops instructional materials which emphasize human feelings and experiences.

b. Uses learning experiences which help demonstrate to pupils their own prejudices and which help them examine their own feelings, inconsistencies in their values, and the possible consequences of their actions upon other people.

Plans lessons and units which make use of such materials and which focus upon affective learning.

Plans courses to provide for cumulative programs of experiences to help pupils learn to value human dignity. Works with other teachers on developing such a cumulative program.

AFFECTIVE AREA

MAKES PROGRESS TOWARD ACHIEVING STUDENT OUTCOMES LISTED BELOW	REPRESENTATIVE TEACHER COMPETENCIES NEEDED TO BE ABLE TO MAKE PROGRESS IN ACHIEVING PUPIL GOALS	
	BEHAVIORS IN CLASSROOM AND OTHER TEACHING SITUATIONS	COMPETENCIES WHICH WOULD HELP REALIZE CLASSROOM BEHAVIORS
General Goal Has a positive self-concept, characterized by the following behaviors: 1. Is willing to take risks in relations with others. a. Expresses feelings honestly. b. Risks disagreeing with others. c. Risks talking with others. d. Solicits perceptions of others about own behavior.	Creates a warm and open climate which facilitates student learning. a. Encourages pupils to disagree with teacher and others and to think for themselves. Encourages diversity in ideas and in ways of approaching tasks. b. Asks for pupils' perceptions of the teacher's actions and comments. c. Accepts pupils' suggestions without reacting negatively or punatively. However, expresses own feelings about actions honestly. d. Reinforces pupils' attempts to express their ideas and feelings. e. Listens to students and makes use of their comments in a discussion either in own remarks or by asking others to react to them. f. Makes positive suggestions, not just negative criticisms. If negative remarks need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that one is speaking of actions or work, not of the worth of the individual. g. Treats each pupil with respect. Accepts his ideas and feelings and gives consideration to them. Avoids the use of sarcasm and of demeaning words and actions. Demonstrates own faith in student through action and words.	Identifies factors which help create a warm and open classroom climate and those which create a climate which interferes with thinking and the expression of feelings. Identifies ways of reinforcing pupil behavior and helping pupils feel that they are of worth. Analyzes video tapes or transcripts of classroom situations; identifies teacher behaviors which hamper and those which facilitate the development of a warm and open classroom climate. Analyzes video tapes of own classroom situations; identifies areas in which he can improve his ability to create a warm and open climate in the classroom. Can explain the importance of sensitivity to other people's remarks for a good discussion. Identifies techniques and types of questions which can be used to help pupils become more sensitive to other pupils' remarks.

General Goal	In general:	In general:
Is skilled in problem-solving, as indicated by the following behaviors:	Creates a warm and open climate which facilitates student learning.	Identifies factors which help create a warm and open classroom climate and those which create a climate which interferes with thinking.
	a. Encourages pupils to disagree with the teacher and others and to think for themselves. b. Asks for pupils' perceptions of the teacher's actions and comments. c. Accepts pupils' suggestions without reacting negatively or punatively. However, expresses own feelings about actions honestly. d. Reinforces pupils' attempts to express their own ideas; encourages divergent thought. e. Listens to students and makes use of comments in a discussion either in own remarks or by asking others to react to them. f. Uses activities to help pupils and teacher become better acquainted.	Analyzes video tapes or transcripts of own or other classroom discussions; identifies behavior which hampers and behavior which facilitates the development of a warm and open climate. Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing pupil behavior.
	Uses meaningful problem situations which are related to the interests of pupils and suitable to their maturity level and socio-economic and ethnic backgrounds. Uses instructional materials presenting varied points of view.	Identifies common interests of pupils of different maturity levels and socioeconomic and ethnic backgrounds. Can explain ways of identifying specific interests of pupils in a class. Is alert to incongruities, recognizes problems, and is concerned about them. Identifies types of problems which can be studied on the basis of available information, time limitations, and community factors which might limit the study of certain problems. Identifies criteria to follow in handling controversial issues. Identifies resources available in the school and the community for the study of specific problems.

COGNITIVE AREA

MAKES PROGRESS TOWARD STUDENT OUTCOMES	REPRESENTATIVE TEACHER COMPETENCIES AND BEHAVIORS USEFUL FOR HELPING PUPILS ACHIEVE OUTCOMES	
	BEHAVIORS IN CLASSROOM AND OTHER TEACHING SITUATIONS	COMPETENCIES WHICH WOULD HELP ACHIEVE TEACHER CLASSROOM BEHAVIORS
General Goal Understands and applies important social science concepts, generalizations, and theories to new data and situations, as indicated by the following behaviors:	In General: Teaches concepts, generalizations, and theories which are significant because of their usefulness to citizens, because of their importance in the social sciences, and because they are suited to the maturation level, abilities, and interests of pupils in the class. Focuses upon concepts and generalizations rather than upon the learning of discrete data. Uses a clearly-thought-out rationale to guide selection of goals.	In General: Identifies, defines, explains, and can apply key concepts in the different social sciences. Can defend selection of concepts to teach in terms of the logic of the social sciences, theories for structuring the different social sciences, general citizenship goals, and knowledge about the maturation and ability levels and the interests of pupils in the class. Identifies manor and conflicting theories in the social sciences. Identifies and can apply some of the major generalizations which are generally accepted by practitioners in the disciplines. Comprehends theories and generalizations well enough to identify their limitations and strengths. Develops a logically-consistent rationale for teaching social studies in public schools. Identifies concepts and generalizations to be taught during course, unit, and lesson in terms of this rationale. Locates, selects, and develops materials of instruction which provide the data needed for the development of the selected concepts and generalizations. Develops lessons and unit plans which indicate clearly how these concepts and generalizations will be taught.

APPENDIX B

Condensed List
of
Competencies for Social Studies Teachers

I. Makes progress toward achieving student outcomes listed below:

A. Cognitive Goals

1. Understands and applies important social science concepts, generalizations, and theories to new data and situations, as indicated by the following behaviors:

a. Restates generalizations and defines concepts in own words and cites concrete examples.
b. Uses generalizations and concepts learned previously to understand new problems and situations.
c. Uses previously-learned concepts and generalizations to set up hypotheses and to predict.
d. Identifies differences in situations which make concepts or generalizations inapplicable.
e. Recognizes data which support or contradict a generalization: revises generalizations in the light of new data.

2. Understands and uses some structure within a single discipline or across disciplines to help analyze new data. Can explain the lack of agreement upon one structure, the changing nature of knowledge, and the reasons for these changes.

3. Understands the perspectives, methodology, investigative techniques (including types of questions asked), and methods of explanation used in the different social sciences and is able to apply them to the investigation of problems and the evaluation of social science information found in books, newspapers, magazines, films, television programs, and speeches.

4. Uses higher levels of thought as appropriate to goals and tasks.

5. Is skilled in problem-solving, as indicated by the following behaviors:

a. Attacks problems in a rational manner.
b. Is skilled in locating information.
c. Is skilled in gathering and comprehending information.
d. Evaluates information and sources of information.
e. Analyzes and organizes information which has been gathered; draws logical conclusions.
f. Communicates effectively both orally and in writing.
g. Works effectively with others.

B. Affective Goals

1. Has a positive self-concept, characterized by the following behaviors:

a. Is willing to take risks in relations with others.
b. Indicates by remarks and non-verbal behavior that he/she thinks he/she can succeed at tasks and feels good about self.

c. Listens to and weighs suggestions without reacting defensively.
d. Feels that he/she has some control over own life.
e. Feels a sense of political and social efficiacy. (Feels that he can influence political decisions and improve social conditions.)
f. Accepts responsibility for own actions; does not try to blame others.

2. Values human dignity, as indicated by the following behaviors:

a. Indicates by verbal and non-verbal behavior that he/she cares for people more than things.
b. Identifies own personal motives, prejudices, and beliefs; modifies those which tend to affect others adversely.
c. Has empathy for others; tries to understand their viewpoints and feelings; is sympathetic toward them.
d. Treats others in a humane fashion; does not downgrade them or do things to hurt them.
e. Accepts and values cultural diversity as natural and enriching -- as a means of providing many avenues to human happiness for people, all of whom are unique.
f. Respects the rights of others.
g. Evaluates proposals, events, actions, and institutions on the basis of their effects upon individuals as human beings.

3. Supports process values needed in a demoncracy.

a. Cooperates with others toward common goals, although rejecting unthinking conformity.
b. Supports freedom of thought and expression for those with whom one disagrees as well as for oneself and those who agree with one.
c. Values due process; acts to protect it.
d. Accepts the will of the majority until it can be changed by peaceful means or unless no avenues remain open for peaceful change.
e. Acts to protect the rights of minorities and individuals.
f. Feels a sense of responsibility for taking informed action about problems confronting one as an individual, a group to which one belongs, the community, the nation, and the world.
g. Accepts the responsibilities as well as the rights of American citizenship.
h. Values change as a means of achieving goals but does not equate change with progress. Evaluates all proposals in terms of probable consequences of acting upon such proposals.

4. Demonstrates a desire to learn and a desire to think rationally.

a. Is curious about social data and wishes to read and study further in the social sciences.
b. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.
c. Values objectivity and desires to keep one's values from affecting the interpretation of evidence.
d. Evaluates information and sources of information before accepting evidence and generalizations. Does so without prompting by others.
e. Is skeptical of theories of single-causation and is equally skeptical of panaceas. (Indicates this skepticism in discussions and in writing.)

f. Is skeptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence. (Indicates this skepticisms orally and in writing.)
g. Values the scientific method and rational thought as applied to social as well as to natural data, without rejecting all other ways of knowing about human behavior and emotions. (Indicates this value by oral and written comments and by the approach used in trying to solve social problems and social science questions.)
h. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals. (Indicates belief in response to attitude scale, in written analysis of problems, or in discussions.)

5. Acts upon a rational and consistent value system which is characterized by the following behaviors:

a. Examines own value position critically.
b. Works out a value system which minimizes inconsistencies.
c. Makes decisions consistent with own value position. (Orally or in writing, identifies the values behind his decisions.)
d. Affirms own decisions and values publicly.
e. Takes action on own values.
f. Moves from lower stage of moral development to a more mature stage as identified in research on stages and progression of moral or ego development.

C. Goals Specific to Community (Some overlapping with goals above)

1. Cognitive Goals: Knowledge and Comprehension

a. Identifies physical and human resources in the community.
b. Identifies community problems and agencies or institutions attempting to deal with them.
c. Identifies institutions handling different social, political and economic functions in the community.
d. Identifies opportunities within the community, such as educational, economic, and recreational.
e. Identifies cultural differences existing in the community.

2. Cognitive Goals: Skills

a. Develops and carries out community surveys based on a questionnaire.
b. Conducts interviews with people in the community; uses interview techniques which are effective in gaining information and which demonstrate courtesy.
c. Evaluates information and sources of information drawn upon in the community, whether written, spoken, or visual.
d. Organizes data collected in the community and uses some type of visual, written, or oral presentation to present the data effectively.

3. Affective Goals

a. Shares talents to help others in the community through work with community agencies or community action groups.

b. Views social science data with caution; evaluates information and sources of information before accepting conclusions of source or arriving at own conclusions.
c. Rejects single-factor causation of complex problems and also rejects panaceas for such problems.
d. Organizes and carries out action programs in the community.

II. Demonstrates behaviors in classroom and other teaching situations to facilitate pupils' development toward cognitive and affective goals in the social studies.

A. Uses a clearly-thought-out rationale to guide his selection of objectives, learning experiences and teaching strategies, and evaluation procedures.

B. Focuses upon significant and feasible objectives and helps pupils identify objectives for their learning.

1. Teaches concepts, generalizations and theories which are significant because of the help they provide pupils in understanding themselves and their world, because of their usefulness to citizens, because of their importance in the social sciences, and because they are suited to the maturation level, abilities, and interests of pupils in the class. Focuses upon concepts and generalizations which have transfer value rather than upon discrete data.

2. Teaches inquiry and study skills useful to pupils in their everyday lives and as citizens in a democracy.

3. Focuses upon attitudinal objectives important for citizens in a democracy and to the happiness of individuals.

4. Uses specific procedures, clearly identified, for helping pupils identify their own objectives for a unit and for individual work.

C. Creates a warm and open climate which facilitates student learning.

1. Encourages pupils to disagree with teacher and others and to think for themselves. Encourages diversity in ideas and in ways of approaching tasks.

2. Accepts pupils' suggestions without reacting negatively or punatively. However, expresses own feelings about their reactions honestly.

3. Makes positive suggestions, not just negative criticisms. If negative criticisms need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that he/she is speaking of actions or work, not of the worth of the individual pupil.

4. Asks for pupils' perceptions of the teacher's actions and comments.

5. Reinforces pupils' attempts to express their ideas and feelings.

6. Listens to students and makes use of their comments in a discussion, either in own remarks or by asking others to react to them.

7. Treats each pupil with respect. Accepts his ideas and feelings and gives consideration to them. Avoids the use of sarcasm and of demeaning words and actions. Demonstrates faith in student through actions and words.

8. Provides reinforcement for pupils when they accept responsibility for the consequences of their own actions.

9. Provides opportunities for pupils of different opinions, attitudes, appearance and life styles to make positive contributions to class activities.

10. Uses activities to help pupils and teacher become better acquainted.

D. Draws upon learning principles and knowledge of students in class to motivate them to active interest and participation.

1. Plans cooperatively with pupils. Permits them much choice about individual and small group projects which they wish to undertake.

2. Arouses a high level of interest in a topic under study and in specific lessons and activities, so that pupils participate actively and show a high level of persistent effort to attain goals.

3. Uses instructional materials and learning experiences to arouse concern about a problem and a desire to do something about it.

4. Teaches concepts, generalizations, and skills in connection with content which seems relevant to pupils. Uses learning experiences which help them understand the usefulness of concepts, generalizations and skills as tools for making sense out of new data and in problem analysis.

E. Draws upon learning principles to effect behavioral change.

1. Models and reinforces behavior desired of pupils.

2. Uses some strategy to create dissonance and so to stimulate value analysis.

3. Uses involvement in action activities and makes use of instructional materials which lead pupils to identify with other people as means of inducing attitudinal change.

F. Adjusts learning experiences and instructional materials to the general composition of the class and also to individual differences among pupils.

1. Uses procedures to identify general characteristics of a class as well as individual differences in cognitive learning, skills, cognitive styles, abilities, attitudes, interests, levels of moral learning, and personality types.

2. Uses content, learning experiences, and instructional materials suitable to general characteristics of the class.

3. Makes direct provision for meeting the needs of individual pupils, by providing for individual and small group work in addition to activities conducted with entire class, by providing varied materials of instruction suited to the many different pupils, and by providing only that amount of guidance needed by individuals and groups. Uses experiences in which pupils can experience success.

4. Uses evaluation procedures which keep pupils informed about their progress and which do not give pupils a feeling of failure.

G. Uses teaching and discussion strategies appropriate to the purpose of a lesson or unit.

1. Uses an inquiry strategy when teaching inquiry skills and methods. Gives pupils opportunities to use inquiry methods and techniques, not just to talk about them.

2. Uses inquiry strategies to teach higher level thought processes.

3. Adjusts teaching strategies for teaching specific concepts, generalizations, and data to the learning styles and personality characteristics of pupils in the class.

4. Follows some model for problem-solving when having pupils study problems.

5. Uses some model for value-analysis when asking pupils to analyze value conflicts.

6. Uses a discussion strategy appropriate to the goal or goals.

a. In a discussion uses a sequence of questions designed to move the class to higher levels of thought.

1) At appropriate point in a discussion, calls for some kind of summary and then asks a question designed to raise the level of thought. Uses appropriate questions to elicit each type of thought.

2) Gives focus and refocus to discussions when necessary to move class to higher levels of thought.

b. Selects the specific sequence of questions designed to elicit specific types of thought, to identify feelings, or to promote value analysis.

H. Provides many opportunities for group work in which pupils have a chance to work together to promote common ends.

1. Uses topics which require a division of responsibility for investigating data.

2. Uses materials and learning experiences to demonstrate the way in which a group of individuals from diverse backgrounds can stimulate each other's ideas and produce more useful ideas than can any one person.

3. Structures group membership in different ways to achieve different purposes.

4. Helps pupils identify factors promoting and those hindering successful group work.

5. Demonstrates that he/she can manage group work so as to achieve goals.

I. Makes use in teaching of some conceptual or theoretical structure to help pupils gain more intellectual power or tools of analysis for examining new situations. Provides pupils with learning experiences and instructional materials which help them structure concepts and generalizations.

1. Provides direct and vicarious experiences needed to develop concepts and generalizations. Relates new material to past experiences.

2. Limits the number of difficult or new concepts introduced within a brief period of time. Introduces a series of concepts and generalizations of narrower scope prior to teaching higher level concepts or broader generalizations which relate them.

3. Asks pupils to define concepts and state generalizations in their own words. Helps them identify the limitations of defining concepts in circular terms and the advantages of defining criteria for any system of categories. Asks pupils to define concepts on the basis of criteria.

4. Provides opportunities for pupils to examine concepts from a field in an endeavor to identify those of broad scope and those of less significance (or those subsumed under them) and to identify those which are particularly useful as tools for looking at new data.

5. Provides a variety of experiences to demonstrate to pupils that previously-learned concepts and generalizations aid them in making sense out of new data and in attacking new problems (including setting up hypotheses about them). Asks pupils to apply concepts and generalizations to new situations and contemporary problems.

6. Uses a variety of learning experiences which help pupils analyze which data support and which contradict a generalization. Asks probing questions to help pupils analyze why they believe some generalizations to be true.

7. Encourages pupils to modify generalizations in the light of new data. Provides materials and asks questions designed to help them identify limitations of earlier generalizations as well as conditions or variables which must exist to make a generalization valid.

J. Uses content appropriate to stated goals.

1. Uses examples to clarify concepts and generalizations.

2. Uses data useful for generalizing, conceptualizing, applying, hypothesizing, analyzing, evaluating, synthesizing.

3. Uses data to challenge generalizations or value positions.

4. Uses data which generate attitudinal changes.

K. Uses a multi-media program with instructional materials appropriate to goals and to the pupils in the class; does not rely upon one source of information for all pupils all of the time.

1. Provides instructional materials representing varied points of view.

2. Uses reading materials of different reading levels and interest appeal. Provides experiences in which pupils who have read different things can evaluate the materials, share their findings, compare data, and draw conclusions from the material.

3. Uses audio-visual materials of various types; uses that type of material most appropriate for achieving a specific goal. Uses materials appropriate to the interests and abilities of class members. Provides for some use of such materials by individuals and groups and gives needed guidance for such use with study guides or other materials. Uses techniques designed to help pupils generalize from data, identify feelings after using materials, and evaluate sources. Follows general procedures for making effective use of the materials.

4. Uses case studies, role playing episodes, and simulation games of an appropriate level of interest and difficulty and appropriate to goals. Provides careful instructions prior to their use, provides needed help during their use, and uses some kind of debriefing session to help pupils generalize from the experiences.

L. Uses learning experiences appropriate to the goal and to the pupils in a class. Varies learning experiences to provide for variety within a class period, from day to day, and from one unit to another.

1. Uses varied experiences designed specifically to achieve different goals. Evaluates their effectiveness in terms of the extent to which they help pupils attain those goals.

2. Uses common learning experiences appropriate to the age, general ability level, curricular experiences, and socio-economic and ethnic composition of the class.

3. Asks pupils to analyze their experiences, including those involving community action. Asks questions designed to help them identify those things which they have done which have facilitated problem-solving or work with others and those things which have hindered either.

4. Provides for variation of activities within one class hour as appropriate to the general age level and the specific pupils in the class.

5. Manages class routines and learning experiences for effective use of time and for the well-being of pupils in the class.

M. Uses varied evaluation techniques to provide feedback to pupils and their parents about pupils' progress and to the teacher about the effectiveness of his/her teaching. Evaluates for all goals of teaching.

III. Demonstrates a knowledge of all of the social sciences as disciplines, including ways of structuring, types of analytical questions asked, methods of explanation used, methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the field, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom.

A. Can explain the characteristics of social science disciplines as disciplines.

1. Identifies aspects of a discipline such as field studied, structure of knowledge, type of explanation used, and methods of advancing knowledge in the field, including the use of analytical questions related to key concepts or variables in a structure of knowledge.

a. Can explain the differences and the relationships among concepts, generalizations, and theories.

   1) Can explain the use of criteria or operational definitions to define concepts. Recognizes limitations of definitions which are circular and which are not based upon either criteria or operational definitions.

   2) Can explain criteria for determining the importance of concepts and generalizations in a discipline.

   3) Can explain the difference between inferences which go beyond data and singular generalizations which do not go beyond data; can explain the difference between singular generalizations and transferable generalizations which will apply to other situations.

b. Can explain how concepts and generalizations can be used as tools by practitioners of a discipline and by other citizens as they try to advance knowledge in a field, make sense out of new data, and study problems.

   1) Can explain the nature of concepts as constructs of people.

   2) Can illustrate the usefulness of concepts and generalizations as tools for attacking new problems. Can explain the relationship of previously-learned concepts and generalizations to hypothesis-making or prediction.

2. Can explain clearly the tentativeness of knowledge in terms of ways in which knowledge is advanced in both the social and the natural sciences.

   a. Can explain how disciplines change as new information is added, as new concepts direct attention to different data, as new theories are developed to guide research and to organize and explain phenomena, and as practitioners get interested in new problems of relevance to them and to society.

   b. Can explain the importance of testing and retesting hypotheses since no hypothesis can ever be proved true but only gains more acceptance as it is tested again and again and not proved false. Can explain the scientist's skepticism toward the finality of knowledge.

   c. Can explain problems faced by social scientists as compared to natural scientists and the consequent limitations of different techniques for advancing knowledge. Can also explain the advances which social scientists have made in research methods.

   d. Can explain ways in which generalizations and theories in the social science generalizations represent probabilities, not absolutes.

   e. Can explain the nature and limitations of all types of statements, including definitions, factual statements, generalizations, and value or normative statements.

3. Can explain differences between empirical methods and other methods of trying to know. Identifies some of the common elements in empirical methods and the general steps followed in problem-solving. Can also identity and explain specific techniques used in controlled experiments and other types of empirical research for the better collection and analysis of data.

a. Identifies the stages of reflective thought or problem-solving and can explain how people move back and forth from one stage to another rather than moving from one stage to the next in a smooth progression. Can explain the way in which scientists hypothesize, test and refine or reject hypotheses, develop new hypotheses and test them as they are confronted with a problem and learn more about it.

1) Can explain the importance of examining a problem in some detail and then restating it in order to focus inquiry. Can explain the importance of a careful definition of terms in the statement of a problem.

2) Can explain the use of hypotheses to guide study of a problem and the importance of defining terms in an hypothesis if it is to be tested.

3) Can explain the way in which deducing consequences from hypotheses helps make more efficient the collection of data to test the hypothesis.

4) Can identify and explain various ways or designs for gathering data and testing hypotheses in the social sciences.

a) Identifies essential rules to follow in setting up a research design based upon experimentation in the social sciences.

b) Identifies other designs for gathering data and testing hypotheses in the social sciences.

c) Identifies techniques which can be used to help people make accurate and unbiased observations. Can explain the use of each.

b. Can explain the thought processes involved in different stages of problem solving (e.g. in hypothesizing, in deducing consequences of hypotheses to guide collection of data, in evaluating information and sources of information, in classifying and organizing data, in testing hypotheses, and in generalizing from data). Can explain the place of intuitive and creative thought in inquiry and factors which seem conducive to such thought as well as the place of critical thinking in inquiry.

c. Identifies and can explain inquiry techniques used by the practitioners of different social science disciplines which are of particular use to citizens as they attack problems.

4. Uses some taxonomy of system of discriminating between different levels of thought. Identifies different thought levels.

5. Can explain the effects of values upon the social sciences, the attempts of social scientists to attain objectivity in their work, and the way in which the social sciences can be used to help reach decisions involving value judgments or choices between different courses of action.

a. Can explain the purposes of trying to be objective in gathering and analyzing data.

b. Can explain the way in which different frames of reference or values affect both the selection of problems for study and one's perceptions of and interpretation of situations and data, including one's evaluation of a source of information.

c. Differentiates between problem-solving involving only factual questions and that involving decisions about some course of action or value judgments. Identifies ways in which a person can make use of the social sciences in reaching decisions about action to be taken.

1) Explains model of problem-solving which calls for hypothesizing about and testing hypotheses about causes of a problem before considering in detail any alternative courses of action.

2) Explains model which calls for hypothesizing about possible outcomes of following different courses of action and testing such hypotheses against existing data relevant to the situation or against data collected by new research.

3) Explains model which calls for a comparison of predicted consequences of following different courses of action and desired goals or value positions.

B. Demonstrates a broad understanding of the different social science disciplines and of their points of convergence and divergence.

1. Identifies and can explain the field of study, the types of questions asked, the general methodology and techniques used in advancing knowledge in the field, and the type of explanation used in each of the social science disciplines.

a. Can explain the relevance of each discipline to a specific problem.

b. Can explain the commonly-accepted boundaries of the different disciplines and the ways in which the disciplines overlap.

c. Can explain common techniques of inquiry as well as techniques which seem particularly applicable to each discipline.

d. Identifies and can explain the implicit and explicit assumptions underlying the terminology and the set of values about the nature and the domain of the different social sciences.

2. Identifies major and conflicting theories and ways of structuring each of the social sciences. Comprehends them well enough to identify their limitations and strengths and points of overlap among them.

a. Identifies, defines, and can apply key concepts in each of the disciplines, particularly those which seem to be found in most alternative theories and ways of structuring knowledge in the discipline.

1) Defines concepts by using either criteria or operational definitions. Identifies examples and non-examples of each concept.

2) Understands concepts well enough to recognize acceptable and unacceptable definitions and examples.

3) Identifies concepts of different scope; identifies those which are subsumed under others.

4) Identifies concepts which are used by more than one discipline. Can explain the different usage of the same term in different disciplines or even in different theories within one discipline.

5) Identifies concepts which seem the most useful as analytical tools or key variables in the social science disciplines.

b. Identifies and can apply some of the major generalizations which are generally accepted by practitioners in the disciplines. Comprehends the generalizations well enough to identify their limitations if they are time-bound or culture-bound.

1) Comprehends the generalizations well enough to recognize inadequacies of statements as the result of such things as the failure to limit a generalization enough or to include all important factors which affect whether or not the generalization applies.

2) Applies generalizations to new data and situations. Uses them to hypothesize. Recognizes situations in which they do not apply because not all variables needed are present.

3) Identifies generalizations which are narrower in scope and which can be used to help others understand the broader generalization which they help support.

4) Can explain a generalization so that others can understand it.

3. Comprehends historical and other social science content fields well enough so that he can draw upon them readily for examples while teaching and developing instructional materials and plans.

a. Identifies examples which can be used to illustrate generalizations, to help pupils generalize, and to challenge generalizations.

b. Identifies examples and content which can be used to help effect attitudinal change.

c. Identifies social science literature which can be drawn upon to illustrate methods used by social scientists.

d. Identifies persisting problems of other times and other cultures which are relevant to pupils in today's world. Can explain ways in which other peoples attempted to resolve them.

C. Demonstrates knowledge of sources of information for keeping abreast of changes in the social sciences and keeping informed about current affairs.

1. Identifies professional organizations of social scientists and the journals which they publish. Uses these journals and book reviews to keep abreast of changing interpretations and new findings in the fields.

2. Identifies news magazines and magazines of opinion which can be used to keep abreast of current affairs. Uses them as well as newspapers, television programs, and radio news broadcasts to follow current affairs. Identifies the bias of each material used.

D. Applies his knowledge of the social sciences as he develops and evaluates curriculum

materials, unit and lesson plans, and instructional materials, and as he works in the classroom.

1. Evaluates curriculum and instructional materials in part in terms of whether or not they are accurate and represent current interpretations and data.

2. Draws upon his knowledge of the social sciences to develop teaching plans and instructional materials which identify significant concepts, generalizations and theories from the social sciences and significant problem-solving skills as objectives and which use current data and interpretations.

3. For other competencies in this area, see part III and also the condensed list of competencies in classroom and other teaching situations.

IV. Demonstrates the skills and behaviors which he should be able to help pupils develop, including those in the area of human relations.

A. Is alert to incongruities, recognizes problems, and is concerned about them. Uses some problem-solving model when faced with problems. Is both a creative and a critical thinker.

1. States problems carefully. Identifies basic issues and defines terms.

2. Develops creative hypotheses and alternative solutions to problems.

3. States problems clearly and deduces consequences from them to guide the collection of relevant data.

4. Reasons logically and identifies illogical reasoning.

5. Evaluates information and sources of information: distinquishes between relevant and irrelevant material, distinguishes between facts, inferences and value judgements, identifies bias and competency of producer of information, recognizes inconsistencies and incomplete data, identifies assumptions, etc.

6. Modifies views in the light of new evidence. Searches actively for different points of view and for evidence to disprove hypotheses, not just to prove them.

7. Is skeptical of single-factor causation in the social sciences and is equally skeptical of panaceas.

B. Locates and gathers information effectively.

1. Uses common tools for locating information. Identifies special reference tools for locating information in the social sciences.

2. Demonstrates proficiency in different reading skills. Reads widely in the social sciences and in current affairs.

3. Demonstrates proficiency in using different techniques used by social scientists in gathering data. (Uses documentary analysis proficiently; interprets maps and draws inferences from them; uses various devices for improving observation of data; uses simple sampling devices; designs experiments and other ways of testing hypotheses and gathering data.)

4. Listen effectively to others.

5. Interprets graphic materials, statistical data, and charts.

6. Draws inferences from pictorial materials.

C. Demonstrates the ability to conceptualize and draw inferences from data.

D. Communicates effectively both orally and in writing. Is poised in may kinds of small and large group situations. Demonstrates group process skills both as a leader and as a member of a group.

E. Demonstrates human relations skills established as goals for pupils. Also demonstrates by various behaviors that he values human dignity.

F. Demonstrates in varied way that he/she has a positive self concept.

G. Demonstrates in various ways that he supports the process values needed in a democracy.

H. Demonstrates that he/she will act upon own values; works out a rational and consistent value system.

I. Demonstrates in many ways that he/she has a desire to learn and to think rationally.

V. Demonstrates knowledge of the principles of learning, including both cognitive and affective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well as in classroom teaching and other work with pupils.

A. Develops and acts upon a logically-consistent rationale for teaching social studies in public schools. Can explain how such a rationale helps a teacher plan and teach.

B. Can explain the importance of objectives for teaching, selects significant objectives, states them clearly, and makes effective use of them in planning, teaching, and evaluating pupil progress.

1. Can explain the way in which the clear identification of objectives helps a teacher reach decisions about what and how he will teach.

2. Identifies objectives which are logically consistent with his/her rationale statement and which are selected on the basis of criteria related to their importance, pupils in the class, and the feasibility of trying to achieve them. Justifies his selection on the basis of such criteria.

a. Identifies significant concepts and generalizations to teach; defends his selection in terms of the logic of the social sciences, theories for structuring the different social sciences, general citizenship goals, and knowledge about the maturation levels, ability levels, and interests of pupils in the class as well as of principles of learning which affect the feasibility of achieving progress toward such goals or transfer of learning.

b. Identifies cognitive objectives related to higher levels of thought and inquiry skills. Justifies their selection in terms of significance, the pupils in the class, and the feasibility of achieving them. Can explain the importance of direct teaching of skills in terms of research findings on skill development.

c. Identifies significant goals in the affective area; defends his selection in terms of the relationship of these goals to the social sciences, their significance for pupils as individuals and as citizens in a democracy, knowledge about the maturation level and individual differences among pupils in the class, and the feasibility of making progress toward them in the classroom.

3. Identifies and can explain specific procedures for helping pupils define their objectives for a unit and for individual and small group projects.

C. Adapts learning experiences, instructional materials, and plans to the maturity level and characteristics of a specific class as well as to the individual differences within the class, including differences in interests, attitudes, personality characteristics, cognitive styles, previous cognitive learning, abilities, and skills.

1. Adapts plans and instructional materials to the general characteristics of a class.

a. Draws upon his general knowledge of adolescents of different age levels as he plans for a class.

1) Identifies some of the common interests, including reading interests, of pupils at different age levels; explains ways of adapting learning experiences, instructional materials, and plans to provide for such interests.

2) Develops plans to provide for varied instructional activities given the needs of different age groups for muscular movement and/or a change of pace because of attention span.

3) Identifies common moral stages of pupils at different age levels in this country; explains implications for teaching.

4) Identifies some of the developmental needs of pupils at different age levels; explains the implications for teaching.

b. Diagnoses general characteristics of a specific class.

1) Identifies interaction patterns among class members; including cliques, leaders, those who tend to follow specific leaders, those who may be rejected or ignored by others, etc. Explains ways of using this knowledge to adapt teaching plans.

a) Identifies and can explain ways of using sociometric devices for identifying interaction patterns.

b) Identifies and can explain ways of using some form of interaction analysis scheme for identifying interaction patterns.

c) Applies schemes in order to identify the interaction patterns of a specific class.

2) Identifies the culture of the class, such as norms and values and common ways of behaving, and common attitudes toward social studies. Explains ways of using this knowledge in the selection and guidance of learning experiences, the selection of instructional materials, and the development of teaching plans.

3) Identifies any common characteristics of large groups of students arising from their membership in a cultural or socioeconomic group. Explains the implications of such findings for plans and instructional materials.

4) Identifies the range and general level of ability and attainment of specific skills. Explains the implication of such findings for teaching.

5) Identifies previous social studies program of majority of class members as well as the program followed by those who have come from schools with other programs. Explains ways of adapting the curriculum to these findings.

2. Adapts learning experiences, instructional materials, and plans to the wide range of individual differences in a class.

a. Identifies types of diagnostic devices which can be used to identify individual differences of various types. Develops diagnostic devices of his own for assessing such differences. Interprets results of findings from the use of published devices and from his own devices.

b. Identifies the many types of individual differences which may be found among students. Can explain ways of working with pupils to take into account these differences.

c. Can explain the importance of assessing entry behavior of pupils for each concept, generalization, or skill taught.

d. Keeps a careful record of the progress of each pupil on each skill selected as a goal for the program, as well as on other activities in which they engage.

e. Locates and develops instructional materials which can be used by pupils with different abilities, interests, learning styles and personality characteristics.

f. Develops lesson plans and unit plans which provide ways for handling differences among a specific group of students. Can explain the selection of teaching strategies and learning experiences in terms of research findings where these are available.

D. Applies principles of learning and research findings on teaching strategies, including general strategies, discussion strategies and small group processes in the selection and development of learning experiences, instructional materials, and teaching plans.

1. Can explain the importance of creating a warm and open classroom atmosphere in order to facilitate learning. Applies this knowledge to his/her preparation for teaching.

   a. Identifies and can explain factors which facilitate and those which hamper the development of a warm and open climate.

   b. When observing a class or a video tape of a class, uses some observational analysis scheme to analyze the classroom atmosphere and factors affecting it; explains possible steps which the teacher might take to improve it.

2. Can explain the importance of motivation and different theories of motivation. Can explain implications of these theories for the selection and/or development of instructional materials, teaching strategies, and specific teaching techniques and learning experiences and for the sequencing of such experiences.

3. Selects the most appropriate learning theory and teaching strategy for achieving goals, without interfering with other goals. Explains the selection in terms of research findings as well as in terms of the characteristics of pupils in a class.

   a. Identifies several learning theories as they apply to concept development and the learning of generalizations. Can explain the implications of each for teaching strategies designed to teach concepts and generalizations.

   b. Identifies and can explain general teaching strategies, ranging from exposition to discovery. Can explain the advantages and disadvantages of each for achieving specific goals with particular kinds of students. Identifies the role of students and the role of teachers in each strategy. Explains his choice of strategy for a particular lesson in terms of goals and research findings. Develops plans using the different strategies.

4. Can explain the use of different principles for eliciting behavioral change, particularly attitudinal change.

   a. Can explain the use of reinforcement to effect behavioral change. Identifies and can explain ways of reinforcing behavior.

   b. Can explain the use of modeling behavior to effect behavioral change.

   c. Can explain the use of dissonance to help effect attitudinal change. Can outline several strategies for creating dissonance as a means of provoking value analysis and attitudinal change.

   d. Can explain the use of participatory, action activities and of instructional materials which promote identification and involvement with others as a means of helping effect attitudinal change.

5. Can explain present theories related to transfer of learning. Applies them in developing teaching plans and in working with other teachers to develop a program providing for continuity and sequence.

6. Identifies and can explain principles to use in facilitating group processes. Identifies ways of setting up groups and working with them to achieve different purposes. Develops lesson and unit plans which provide for group work and facilitate such work.

7. Discriminates between effective and ineffective discussions by using definite criteria related to pupil goals, and student behavior, and teacher behavior. Selects a discussion strategy appropriate to the goal(s) for which the discussion is used.

   a. Identifies types of questions which can be used to elicit different types of thought.

   b. Uses some analysis scheme to analyze levels of thought in a discussion and to identify behavior which contributes to or hampers effective discussions.

   c. Identifies and can explain the steps to follow in using different types of discussion strategies designed for different purposes such as attainment of concepts or generalizations, conceptualization, generalizing, hypothesizing, evaluating sources, exploring feelings, analyzing value conflicts. Identifies the sequence of questions which might be used in each.

   d. Identifies and can explain discussion behaviors which facilitate discussions. Can explain ways of teaching these behaviors.

E. Locates and develops instructional materials of various types. Uses specific criteria for evaluating and selecting or developing materials for specific purposes.

1. Locates and develops instructional materials which can be used effectively with a chosen teaching strategy. Analyzes curriculum materials in order to identify the actual strategy used rather than that which is stated in the rationale or introduction to a program.

2. Can explain the comparative advantages and disadvantages of using different types of media for stimulating different levels of thought or for achieving affective goals. Sets up and uses criteria for evaluating specific media, including criteria related to how well the material is likely to help achieve goals.

3. Locates and develops or adapts materials to fit particular students.

   a. Evaluates materials of instruction in terms of difficulty level. (e.g. Identifies the reading level of materials.)

   b. Evaluates materials of instruction in terms of the interest appeal for different types of students.

   c. Develops or adapts materials of instruction which are of an appropriate difficulty level and which fit the interests of a particular group of students.

4. Locates and develops instructional materials representing many types of media, including various types of reading materials, case studies, skills

exercises, audio-visual materials, role playing episodes, and simulation games. Selects the specific type of media most likely to achieve goals. Provides for a multi-media approach in units.

5. Identifies and can explain general steps to follow in using different types of media. Develops lesson plans to include such steps.

6. Identifies different ways of using community resources and explains the possible usefulness of each. Develops a resource file for a class. Identifies and can explain steps to take in using each type of resource.

7. Identifies and can explain techniques for studying a community, particularly community problems and issues.

F. Plans effective lessons, units, and courses. Can explain the importance of plans for an effective use of time and for achieving goals.

1. Develops effective lesson plans for a specific group of students in a specific course to achieve specified goals. Evaluates own plans in terms of their success in achieving goals.

2. Develops resource units and course organizations for a given class in a given subject matter area or for an interdisciplinary course.

   a. Identifies different types of course organizations which might be used and can explain the possible advantages and disadvantages of each on the basis of specific criteria.

   b. Identifies major curriculum projects and uses specific criteria for evaluating and selecting or adapting such projects for use with a particular school situation or class.

   c. Evaluates a resource unit in terms of general criteria as well as in terms of its possible usefulness for a specific class, given the goals identified for the course and the students in the class.

   d. Identifies useful criteria to use in adapting a resource unit to a specific class.

   e. Develops a course outline and explains its rationale.

   f. Can explain the importance of providing many opportunities for pupils to use previous learning as they progress within a course and from course to course. Works with others to develop a program providing for continuity and sequence in the development of skills or other social studies goals.

3. Develops a teaching unit for a particular class and works with the class to develop a unit in terms of how well it achieves goals.

   a. Develops a teaching unit for a particular course and class. Evaluates the unit in terms of how well it achieves goals.

   b. Identifies ways of working with pupils to develop a unit plan. Can explain the steps to follow in different types of pupil-teacher planning.

c. Develops a student guide to a unit which enables students to gain an overview of the unit which arouses interest in specific unit activities, and which proves an effective guide for students as they work.

G. Locates and develops devices and instruments for evaluating progress toward different goals.

1. Identifies varied purposes for using evaluation and the characteristics of of an evaluation program which promotes learning by pupils and which provides feedback to the teacher about his own teaching effectiveness. Can explain the importance of feedback in the learning process.

2. Selects published evaluation devices and instruments in terms of specific criteria.

3. Devises an evaluation program to determine progress toward the objectives identified for a unit. Can explain the procedures to follow in developing a unit test.

a. Can explain the procedures to follow in developing a unit test.

b. Develops valid and reliable tests for evaluating progress toward various goals, including cognitive learning, higher levels of thinking, inquiry and work-study skills.

c. Devises instruments for measuring attitudinal change.

d. Can explain the use of anecdotal records to evaluate progress toward some goals.

e. Develops checklists and scales to evaluate for specific goals.

f. Applies analysis schemes with video or sound tapes to evaluate thinking or other pupil behavior during discussions, small group work, and other classroom activities.

VI. Demonstrates knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community, and of the professional role of the teacher beyond the classroom situation, together with the ability to apply this knowledge to work within the school.

A. Identifies and can explain ways of using community resources to further achievement toward social studies goals.

1. Can explain the advantages of using community resources and studying the local community in order to achieve specified social studies goals.

2. Identifies and can explain techniques to use in studying the community, particularly community problems and issues and human and physical resources.

3. Develops a resource file for his classes. Identifies human and physic resources and different cultural groups in the community.

4. Studies the community to identify local problems and issues as well as examples which can be used to teach concepts and genralizations and groups which are trying to alleviate specific problems.

5. Identifies specific techniques for using the community resources in his classes. Identifies and can explain steps to follow in using each technique.

6. Identifies and can explain types of action activities in which pupils might engage. Also explains precautions which should be taken in using such activities.

7. Identifies and can explain ways of teaching skills for studying the community.

   a. Identifies and can explain ways of carrying out surveys in a community and developing valid questionnaires and sampling techniques.

   b. Identifies and can explain appropriate interview techniques.

   c. Identifies precautions needed in evaluating sources of information, particularly in small towns or urban areas. Identifies steps to follow in evaluating information and sources of information.

8. Identifies ways of providing pupils with opportunities to share their talents to help others in the community or to work with community agencies or action groups. Can explain how such pupil involvement may affect attitudes.

   a. Identifies possible activities which would provide for cooperative endeavors or participation in common activities with people of other cultural groups.

   b. Explains steps to follow in using some problem-solving model.

B. Can explain the importance of effective communication with parents and the community if a school is to be able to develop a strong educational program for pupils. Identifies and can explain ways of developing effective communication.

   1. Can explain ways of securing parental cooperation in school activities.

   2. Can explain the importance of providing parents with feedback about their children's progress and activities in the school. Identifies ways of doing so in addition to sending home grade reports.

   3. Can explain the importance of getting to know community members in unofficial settings.

C. Can explain ways of working with colleagues and administrators on a professional basis.

   1. Can explain the importance of maintaining good relations with other staff members and ways of doing so.

   2. Identifies many of the types of responsibilities which staff members must assume if a school is to run efficiently and to provide for pupils' needs.

   3. Identifies educational goals which require cooperation of teachers in all areas. Identifies common steps to follow in cooperative efforts such as curriculum evaluation and development.

4. Draws upon his knowledge of social organizations to identify both the formal and the informal structure of the school. Can explain ways in which such knowledge can help a teacher work effectively within the school.

5. Identifies and can explain generalizations related to ways of bringing social change within an organization.

D. Identifies ways of providing for own professional growth.

1. Identifies professional organizations, particularly those related to social studies teachers. Can explain the purposes and activities of these organizations and can identify their professional magazines.

2. Identifies different sources of information about the news and the bias of each source.

3. Identifies weak areas in own preparation and plans a study program to overcome them.

4. Identifies some of the magazines which are particularly useful for keeping up with educational developments and new curricular projects.

5. Demonstrates flexibility and feelings of security by trying out many ideas in student teaching or in own classroom. Explains ways of evaluating the effectiveness of these ideas.

6. Identifies state organizations which can provide consultative help and/or show or demonstrate new curriculum and instructional materials.

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APPENDIX C: SAMPLE PROGRAM FOR EVALUATING PROGRESS TOWARD ONE GENERAL COMPETENCY

Competencies	Evaluation Procedures
Major Competency: Brings about a signigicant increase in pupils' use of higher levels of thought, above the recall of facts and generalizations.	
Specific Competencies Contributing to Major Competency:	
1. Identifies and can explain the separate parts and the sequence used in at least one classification scheme of thought levels. Applies this scheme to an analysis of thought levels among students.	1. Give a test question asking students to identify and explain the scheme. Give a test in which students are asked to apply the scheme to a transcript or a video tape of a class discussion.
2. Identifies questions which can be used to elicit different types of thought. Evaluates questions used by a teacher, given the goals of the teacher for a lesson.	2. Use a matching test item in which students are asked to identify questions appropriate for eliciting different thought levels. Asks students to evaluate the questions used by a teacher to achieve the goals of his lesson plan, as illustrated in a video tape or transcript of a discussion.
3. Identifies and can explain the steps to follow in specific discussion strategies designed to: a. help pupils learn previously-determined concepts. b. help pupils conceptualize. c. help pupils generalize or draw inferences d. help pupils apply previously-learned concepts and generalizations to hypothesizing about new situations. e. help pupils evaluate information and sources of information.	3. Evaluate through test item specifically requesting an outline of steps and an explanation of them. Ask students to evaluate or to identify the discussion strategy demonstrated by a teacher, as indicated by a transcript or a tape of a discussion.
4. Explains the range of general teaching strategies on a continuum from exposition at one end to discovery at the other. Selects a general strategy to use within both a lesson plan and a unit plan.	4. Evaluated by an essay question on a test and by the answer to a request for an explanation of why the student selected a specific strategy to use in his lesson or unit plan.

Explains his selection in terms of his goals, an identification of learner characteristics, and research findings related to the effectiveness of strategies in teaching different types of thought processes.

5. Develops skills exercises and other instructional materials to use in stimulating higher levels of thought. Identifies sources of published materials of this type.

6. Evaluates a lesson plan or unit plan in terms of specific criteria, including the following:
   a. Does the plan identify goals calling for higher levels of thought rather than the recall of discrete data or concepts and generalizations?
   b. Does the plan use a general teaching strategy appropriate, according to research findings, for achieving such goals?
   c. Does the plan outline useful procedures for helping pupils develop higher levels of thought? Do these procedures include some listing of a sequence of questions which might be used when discussions are involved? Is the discussion strategy appropriate to the goal?
   d. Does the plan call for some diagnosis of pupils' ability use higher levels of thought at the beginning of the unit?
   e. Does the plan call for evaluation of pupils' progress on goals related to higher levels of thought?
   f. Does the plan provide for meeting individual differences as well as for general class characteristics in those activities designed to develop higher levels of thought?
   g. Does the plan call for a careful sequencing of activities so that pupils learn needed ideas or skills prior to those activities which require their use either for application or for raising levels of thought even further?

5. Evaluate the appropriateness of skills exercises which the student develops for specific types of thinking skills. You evaluate by test items on sources or by asking student to locate specific types of materials.

6. Evaluate by a test in which students are asked to evaluate a unit or a lesson plan in terms of specific criteria.

h. Does the plan call for the use of materials which are appropriate to pupils' interests and abilities as well as appropriate for goals because they include data needed by pupils in using the specified thought level?	
7. Prepares lesson and unit plans which meet specific criteria, including those identified under point 6 above.	7. Evaluate the student teacher's lesson and unit plans in terms of these criteria, among others.
8. Demonstrates in the classroom the ability to use specific discussion strategies and appropriate questions for raising the level of thought.	8. Use an anlysis scheme (for identifying types of questions and sequence in which they are used) to evaluate a student teacher's use of questions and strategies as demonstrated live in the classroom or on a tape of the discussion.
9. In discussions, gives focus to and refocus to discussions when necessary to move pupils to a higher level of thought. Calls for summaries when needed and demonstrates the ability to provide for continuity and progression in the discussion.	9. Apply an analysis scheme which identifies the use of focusing, summaries, and the thought progression to a tape or live demonstration by the student teacher.
10. Demonstrates the ability to bring about significant increases in pupils' use of higher levels of thought, as indicated by: a. the levels of thought shown by pupils in large and small group discussions. b. the levels of thought shown by pupils in essays and other written work. c. the levels of thought shown by pupils on tests and exercises. d. the levels of thought demonstrated in student products of other kinds or by pupils when they are asked (1) to generalize or analyze experiences during role playing episodes and simulation games; (2) to hypothesize on the basis of data provided or to test hypotheses against data and indicate why they are rejecting, modifying, or accepting the hypotheses; (3) to categorize data and explain their classification scheme; or (4) to evaluate specific sources of information.	10. Use several ways of analyzing pupils' thought levels in classes taught by student teachers. Do so both before before he begins teaching and late in unit. a. Use an analysis scheme to analyze levels of thought in video or sound tapes of both small and large group discussions. b. Use an analysis scheme or scale to measure pupils' thought levels on an essay or other written work. c. Give a pre and post test to pupils, demanding use of different levels of thought. d. Use similar types of analysis schemes to analyze pupils' thinking in situations identified under d in column one.

APPENDIX D

ILLUSTRATIVE ITEMS FROM RATIONALE

Any group endeavoring to identify the competencies needed by a social studies teacher can justifiably be asked to state its rationale for the particular competencies identified. Since the Task force decided that competencies should be measured in large part by success in achieving certain types of goals with pupils, the need for a statement of some of the assumptions underlying the goals so identified becomes apparent.

Nevertheless, the Task Force has not attempted to prepare a complete rationale, since it is not developing any final statement of competencies with an identified program for achieving them. Moreover, it is not spelling out the competencies in the detail needed for any teacher education program. Several of the committees of the Task Force have proposed more complete rationales, and interested persons will be told where to obtain them. Developing a complete rationale to the satisfaction of all who are working in a group takes considerable time -- more time than this Task Force has had. Consequently, it has been decided to illustrate at least some of the Task Force's assumptions about society, man, knowledge, and learning principles. These assumptions are listed in the leftft-hand column below. Opposite each, we have listed several competencies which seem to be needed if the assumption is accepted. Neither the list of assumptions nor the resultant implications represents the kind of completed statement of a rationale which any teacher-education institution will need to develop. However, the list below should illustrate how a college might approach the process of developing its rationale. The final statement will need to be made in essay form, with assumptions spelled out for the major competencies identified.

SAMPLE ASSUMPTIONS	SAMPLE IMPLICATIONS OF ASSUMPTIONS FOR NEEDED TEACHER COMPETENCIES
A. <u>Sample Assumptions About Many (and So About Pupils)</u>	
1. Man has a basic intellectual curiosity which, if not stifled, makes him capable of becoming a self-actualizing learner and participant in the society of which he is part.	Makes progress toward increasing pupil interest in the social sciences and current affairs. Structures learning experiences to permit pupils considerable choice in the selection of their own learning activities and in planning for and carrying out those activities.
2. Those with good self concepts learn more than do those with poor self-concepts.	Creates a warm and open classroom climate which facilitates the development of a good self-concept.

	Provides opportunities for students to demonstrate their competence in ways important to them.
	Permits pupils considerable choice in the selection of their own learning activities.
	Identifies stage of skill development for each pupil and identifies and uses techniques for teaching varied skills, including study skills.
B. Assumptions About Trends and Problems in Society	
1. We live in a world undergoing rapid change, with a trend toward ever-increasing change.	Emphasizes inquiry skills and values rather than the recall of a body of knowledge; makes progress in helping pupils develop these skills and values.
	Emphasizes transferable concepts and generalizations rather than discrete factual data or singular propositions. Uses varied techniques, including appropriate discussion strategies and types of questions, to help pupils learn to draw inferences from data.
2. We live in a society in which anomie seems widespread; the extent of anomie among young people creates a problem for them and for society.	Helps pupils examine their values in a rationale manner; uses some model for value-analysis.
	Helps pupils develop a sense of political efficacy. For example, selects content and learning activities which give pupils the opportunity to learn ideas and skills which will help them affect the political system.
C. Assumptions About the Good Society	
1. Since human beings differ, the good society must cherish diversity, not uniformity.	Makes progress toward helping pupils learn to value diversity as a means of enriching life.
	Permits pupils considerable choice in the selection and planning of their own learning activities.
2. In the good society people treat each other humanely.	Makes progress toward helping pupils learn to value human beings or human values above things.

Provides learning experiences involving group work in which pupils work together toward common ends. Structures groups in such a way as to ensure success.

Model and reinforces the behavior desired of pupils.

D. Assumptions About the Role of the Citizen in a Democratic Society

1. The good citizen in a democracy values human dignity, human welfare, and diversity in human behavior, and is committed to the basic rules by which a democracy settles disputes which arise among citizens and groups.

Makes progress in helping pupils develop a sensitivity to other people's feelings and good relationships with others.

Uses materials of instruction and teaching techniques (such as role-playing) which help pupils learn to empathize with others.

2. Participation in a democracy must be based upon careful investigation and rational thought. Those who participate need to differentiate between value judgments and inferences as they examine value conflicts. They need to be able to use some system of reflective thinking which involves value analysis and a consideration of the probable consequences of following different courses of action.

Makes progress in helping pupils learn efficient problem-solving skills. Uses some model of problem-solving which involves predicting consequences of different courses of action.

Uses some model for teaching value analysis in the classroom.

Uses teaching strategies appropriate to teaching problem-solving skills.

E. Assumptions About Knowledge and About Structure in the Social Sciences.

1. There is no one structure for any of the social sciences. Structures are developed by practitioners in a discipline to help them make sense out of the real world. Despite no agreement upon any one structure, there is fairly common agreement upon the importance of some key concepts in the field.

Can explain major competing theories in the different social science fields.

Uses content, materials, and learning experiences designed to help pupils learn key, analytical concepts from the social sciences, rather than discrete data.

Makes progress in helping pupils learn to regard statements implying the finality of knowledge with skepticism.

2. Analytical concepts from the social sciences become tools of investigation and give analytical power to the person who knows and uses them.	Makes progress in helping pupils learn key analytical concepts from the social sciences. Provides many opportunities for them to apply these concepts to help make sense out of new situations. Provides many opportunities for pupils to make use of concepts learned earlier in the course or in earlier years.
3. Knowledge is not fixed; the social sciences, like all fields of knowledge, are constantly changing.	Emphasizes the development of thinking skills rather than just the recall of data, concepts, or generalizations. Uses some system of discussion analysis to identify levels of thought in a discussion and to identify types of questions used to elicit different levels of thought. Uses discussion strategies appropriate for eliciting higher levels of thought beyond the level of recall of knowledge. Makes progress toward helping pupils learn to regard statements implying the finality of knowledge with skepticism. Identifies ways of keeping up with developments in the social sciences.
F. <u>Assumptions About How People Learn</u>	
1. The student must be stimulated to react with whatever content or skill he is studying if he is to learn.	Uses teaching strategies and techniques which involve pupils in learning activities. Makes progress in increasing pupil interest in the social sciences and in current affairs.
2. Transfer of learning is facilitated by the development of concepts, generalizations, and skills and by providing many experiences in which pupils can see the usefulness of these concepts, generalizations and skills in making sense out of new data or attacking new problems.	Focuses upon the development of concepts, generalizations, and inquiry skills rather than upon the recall of discrete data. Uses strategies and techniques, including questions designed to elicit higher levels of thought, to achieve these goals. Provides for continuity and sequence in the development of concepts, generalizations, and skills in his course; works with other staff members to develop a skills program.